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Consortium Project.

Pasadena City College, Pasadena Unified School District (John Muir High School and Pasadena High School), business/social services community.

In spring 1991, concerned about the alarming statistics regarding low enrollment, retention, and transfer of African-American males at community colleges, and the urgent requests from area high schools for assistance with similar problems, Dr. Charles Clay (Director of the Pasadena City College Program for Academic Support Services) invited members of the college and the community to a Task Force meeting on campus to address the issue. The response to that invitation was overwhelming with representatives from all segments of the college and community attending. This grant proposal is the result of that meeting and represents a cooperative college:high school:community effort designed to lower the high school dropout rate and increase community college enrollment of African-American males. This proposal is a comprehensive, collaborative approach to a complex problem.

In April 1988, a New York Times editorial urged colleges to develop programs that offered "a fair chance for young Black men." PCC recognizes that the project outlined in this proposal will not resolve all the problems confronting the African-American males in our feeder high schools. It will, however, offer a "fair chance" to a core group and, if successful, provide a model that can offer more than a fair chance to others.
“Intensify efforts to increase the number and success of underrepresented students in transfer programs” and "Improve the retention of underrepresented students through instruction and student services."
1. BOARD OF GOVERNORS SPECIAL PROJECT "Educational and Career Visions for Underrepresented Students, Project Focus: African-American Males"

2. FII ELIGIBLE PROGRAMS AND SERVICES--PROGRAM DEVELOPMENT--"efforts to address the special learning needs of educationally disadvantaged students"
"Young Black Men: A Generation at Risk." This headline in The Los Angeles Times, September 3, 1990 introduces a series of articles which reports the disturbing facts and figures surrounding the severe crisis facing Black males who were described in previous reports by the National Urban League as "an endangered species." In 1988, for example, 35.6% of Black males did not graduate from high school. In 1990 “13.5 percent of black men of working age [were] jobless, and one in four age 20 to 29 [was] in prison, on parole or probation." The crisis has become so critical that a national action-oriented conference was held in Washington D.C. May 22-24, 1991 to generate strategies and policy initiatives to help alleviate the situation.

At the state and local level, the situation is equally severe as noted in a recent report "Accounting for the Observed Decline of the Black Enrollment at California Community Colleges" by Richard Palermo, Institutional Research Director at Pasadena City College (PCC). Yet the role of community colleges in preparing under-represented students for transfer is crucial as reported by the California Postsecondary Education Commission.

Somewhat more than 70 percent of the Black students who go to college in California after graduating from a public high school enroll in California Community Colleges. Thus achievement of a baccalaureate degree by Black youth is highly dependent on California Community Colleges’ performance in motivating and preparing them for transfer. ("Update" 11-12, 15). Although institutional factors, e.g., the mandatory enrollment fee at the community colleges, were considered part of the reason why African-American males are not enrolling in college, other factors were considered more significant. For example, Black youth are much more likely than white youth to be poor, to have no father at home and to have an uneducated mother (Editorial Research Reports, April 1989). Other significant factors were related to high school academic preparation. For example, Black students typically take fewer courses in basic academic areas, perform less well on ability/skills tests, and have more D and F averages. In addition, they tend to drop out of high school in greater numbers. In fact, dropping out has been cited as the factor most responsible for impeding minority access to the collegiate experience (Recruitment and Retention of Black Students in Higher Education, ed. Johnson N. Niva, 1989). Although the Black population in California was expected to increase 26% between 1980 and the year 2000, the number enrolled in community colleges is expected to remain the same (8% at PCC) unless strategies are
implemented to reverse this trend.

The project proposed in this grant application brings together recommendations of the Pasadena City College Task Force convened to address the problem and nationwide research that has studied the problem and proposed solutions. For example, a recent report from the Florida Community College System (Planning for Access: The Role of the Florida Community College System in Black Student Recruitment, Retention, and Graduation, 1990) recommends bringing students from district high schools to the college campus for cultural and sporting events and providing mentors from Black community leaders. A report from Santa Barbara City College (Recruitment, Retention, and Innovative Instructional Strategies for Culturally Diverse Minority College Students, 1987) recommends parent involvement and links with minority business and industry.

The primary model for PCC's proposed project, however, is "Career Beginnings," a national program begun in 1985 to increase the likelihood that minority and other disadvantaged urban students will participate in postsecondary education. The program unites high schools, business, and local colleges in a working partnership that provides: college and career preparation, summer work experience, academic tutoring, counseling and support services, and individual guidance and encouragement from adult mentors. The success of the program has been extraordinary. After three years, 95 percent of the participants had graduated from high school, 65 attended college, and 80 percent of those students completed their second year of college.

Pasadena City College recognizes that one intervention strategy is insufficient; consequently, PCC proposes a holistic, systemic approach to the problem that will incorporate the most successful provisions of "Career Beginnings" with local additions to that model.
There are currently 1,072 African-American males enrolled in the 9th to 12 grades in the Pasadena Unified high schools. Year 1 of this project provided services for 75 juniors and will continue to provide services for them during their senior year. The target population for year 2 will be an additional 75 potentially "at-risk" African-American males in their junior year at Pasadena High School (PHS) and John Muir High School (JMHS). PHS and JMHS were selected because:

1. These high schools have the highest concentration of African-American teenage males in the Pasadena City College service area who are potentially "at risk" students.

2. Counselors at these high schools have repeatedly asked Pasadena City College to help provide positive Black male role models for their students because there are very few, if any, such role models at the high schools.

3. The Black teenage male population at these high schools has the highest concentration of single parent homes.

4. The Black male population at these high schools has the highest juvenile criminal rates as well as the highest judicial sentencing and probation rates.

Participants will be selected according to the following criteria:

1. Satisfy Chancellor’s office definition of "potentially at-risk" students by fitting one or more of the following:
   a. low socio-economic status
   b. low grade point average C or D
   c. AFDC recipient
   d. first or only family member to aspire to college
   e. deficient in basic skills
   f. low self-esteem
   g. low or minimal motivation to succeed

In addition, students will satisfy one or more of the following criteria:

2. Parents are willing to support and also participate in the program and sign agreements to that effect.
3. Students receive recommendation of high school counselors and/or teachers.
A control group of 75 will be selected in the same manner as the target group except that there will be no parental support or participation required. There will, however, be a questionnaire and tracking during the five year follow-up.
LONG RANGE GOALS: 1. Decrease the high school drop-out rate of project participants. 2. Increase the community college enrollment rate of project participants. 3. Increase the community college retention rate of project participants. 4. Increase the rate of transfer to 4-year colleges for project participants.

OBJECTIVES:

1993-1994 1. Identify 75 potentially at-risk African-American male students in their junior year of high school with an equal number to serve as a control group. 2. Assure a 75 percent program retention rate and a 65 percent college enrollment rate for all participants. 3. Identify and maintain a mentor relationship with the business community for each student throughout the life of the project and into college 4. Provide a summer career-related job experience and enrichment class for all participants. 5. Through partnerships with the high school, provide supplemental educational and support services to each student during their senior year (1994-1995) 6. Develop support and supplemental resources through effective partnerships with external funding sources. 7. Develop a follow-up component that will track the project and control students for five (5) years after the conclusion of the project (1994-1998). 8. Coordinate with other Career Beginnings projects to develop a systemwide consortium of colleges to further the development and expansion of this model in the California Community Colleges.

In addition to the above objectives outlined in the FII Guidelines, PCC proposes the following: 9. Increase the percentage of project students a. Taking academic courses b. Receiving passing grades c. Completing high school 10. Increase the percentage and degree of parental involvement of project participants 11. Increase the percentage of project students a. Improving self-esteem b. Developing educational plans c. Developing career goals 12. Continue to provide all services for 75 students selected as juniors in year 1.

After evaluation of the program, modifications will be made in consultation with project participants (college counselors, mentors, students). Successes will be replicated, problems analyzed and modified.
PERSONNEL:

Paul Price, Assistant Professor, Social Sciences serves as Project Director. Mr. Price not only has extensive and positive interaction with African-American males in his teaching position but also serves as advisor to the Black Student Alliance at PCC.

September 1993: 1. Project Director will meet with high school counselors and faculty to evaluate procedure for selection of students. They will convene a committee to evaluate the application procedure for selecting students.

2. Hold a meeting at which students and parents can learn more about the program.

3. Receive applications from students, counselors, and teachers

The project Director will meet with counselors to select 75 juniors (half from each campus) to participate in the project. 75 juniors will be selected for the control group. Remaining students will be placed on a waiting/substitute list. It will be up to the Director's discretion to replace project participants, should they drop out or no longer wish to participate in the program, with students from the waiting list.

September 1993-June 1994: Project director will notify participating agencies and meet with relevant persons to prepare for the following project activities (see Work Sheet for details):

A. Mentor Relationships:
Mentors will be identified by the Project Director in conjunction with the area business/social services community, e.g., Black Businessman's Forum, Pasadena/Altadena Black Business Association, Pasadena/Altadena NAACP, Pasadena Urban League, The Black Ministerial Alliance of the Altadena/Pasadena Black Churches, Kiwanis, Rotary, Pasadena Chamber of Commerce, Tournament of Roses, Elks, etc.

Mentors will sign a year to year commitment.
Mentors:
   1. Will act as positive role models.
   2. Will meet with students at least once per month.
   3. Will be in telephone conversation with youth at least every two
weeks.
4. Will involve and support the students in culturally enriching professional programs.
5. Will bring resources (e.g., connections with jobs) to the relationship.

The project director will provide all mentors with a training manual currently being prepared at PCC. In addition, mentors will receive training from Jim Gonzalez, PCC Project Leap Mentor Coordinator.

B. Summer Career-Related Job Experience: The Director will act as a coordinator for all summer employment activities for the 75 project members. These activities will be coordinated with the City of Pasadena’s Summer Youth Employment Program, the creative efforts of the Pasadena Chamber and Junior Chamber of Commerce, the Black Men’s Forum, The Pasadena/Altadena Black Business Association, and the local churches. The Director will identify potential summer jobs and get commitments from the organizations.

C. Enrichment Class for Participants: Pasadena City College (PCC) will provide summer classes for the exposure of the students in the program. The classes will include the basics of: 1. Career Guidance (Interview skills, Interpersonal Skills, Self-Esteem) 2. Basic Study Skills 3. Library Science 4. Pragmatic Cultural Enrichment course (Afro-American History, Sociology, arts, and sports) 5. Other classes the students choose to take in agreement with the counselors at PCC and the Director of the program. The Director will supervise all academic activities.

D. Community College-High School Partnership 1. Academic support services will be provided to the students with the assistance of the resources of the entire college, including the E.O.P.S. office, Office for Academic Support Services, and Office of Continuing Education. For example, the Office of Academic Support Services will match each student with a tutor and other resources. 2. During the junior and senior school year, students will come to PCC which will provide academic classes, tutoring, as well as other college services to the students. Included will be reduced rates for college concerts, plays, and other activities. The students will receive preferential treatment to insure group integrity in receiving benefits through the partnerships with the high schools. This preferential status will include released time from high school classes and priority registration for PCC classes.

E. Parental Involvement: An essential part of this project will be the involvement of the students' parents. There will be a monthly meeting
of the parents of the project participants. These meetings will address: 1. Effective Parenting--How to cope with young Black men 2. Needs of the individual families of the project participants. Families will be referred to agencies in existence to meet their particular needs. These may include general welfare, health, housing, employment, food, food stamps, clothing, education, and psychological services. Resource people will attend meetings to discuss agencies and services, and a manual of community support services will be provided. In addition, integrated meetings of parents, mentors, and students will be held every two months to avoid communication blocks. At these meetings various activities will take place including family activities and experiences. By involving the parents in the program, they and the project participants will realize an overall benefit from being exposed to the project process. This will provide a holistic support mechanism for the project participants.

F. Advisory Committee The Advisory Committee (see Appendix) will assist in seeking resources (e.g., tickets to sporting events) to augment the program. The Committee will also assist in seeking external funding for continuation of the program when grant funds cease. This Committee will also consider ways in which the program can be extended and expanded after the grant period.

G. Financial Stipends
The organization structure is a financially structured "inverse" corporation, i.e., the majority of the funds are to be allocated toward the individuals participating in the project.

1. Financial stipends will be provided for the target group to ensure their successful participation in the project.

2. Financial stipends will be provided to low-income parents of the project participants to ensure their active support and participation in the program. These stipends will help cover the expenses of public transportation and child care to enable parents to attend meetings.

H. Coordination with other Career Beginnings projects in California Community Colleges. The project director will meet with project director of other related Chancellor's Office projects addressing this population to:

1. Share information to aid in improving services to students
2. Develop a systemwide consortium

I. Five Year Follow-up Component Target Group (students who received all project services): Alumni services will be used to obtain tracking information. A Student Services position will coordinate data
provided by alumni services of PCC, PHS, Muir, and transfer institutions which these students select. The Project Director will create a questionnaire that will be mailed to these students. This questionnaire will yield the necessary data over the five year follow-up period. Control Group: Follow-up will utilize the following methods to track this group: 1. Coordinate with the Pasadena Police Department and Altadena Sheriff's department a tracking system for the individuals in this group. 2. Coordinate with the Los Angeles County Welfare system a tracking system for this group. 3. Gather family information from this group so that if Project Director loses track of them, he can contact the family. 4. Track through California State Franchise Tax Board. A questionnaire will be developed and sent to this group as part of the follow-up.
1. Employment placement and skills building during and after program completion

2. Increased number of African-American males graduating from high school. (At least 75 percent of the targeted group.)

3. Increased motivation for, and entry into community colleges. (At least 65 percent of the targeted group.)

4. Improved recruitment and retention of African-American males into community colleges

5. Development of statewide consortium to develop and expand this project design.

In addition, to the FII proposed outcomes listed below, PCC anticipates the project will increase the number of African-American males:

   a. taking academic programs in high school

   b. receiving passing grades in high school courses

The project will also have less measurable but equally important outcomes, e.g. increased self-esteem, improved communication within families, greater participation in activities outside one’s immediate neighborhood.

POTENTIAL FOR CONTINUED SUPPORT

We anticipate that PCC will incorporate this project into its on-going operation because of 1) its commitment to the problem identified in the opening of this proposal, 2) the college’s track record with regard to institutionalization of grant projects, and 3) the establishment of collaborative college-community models. 1) The college is very aware of the need to address the problem and has already made some progress toward solutions. For example, an African-American Student-Parent day for junior high and high school students regularly draws over 300 people. In addition, U.S. Department of Education funds provide services for the type of students targeted in this grant (see Appendix). These funds have been earmarked for PCC students, but PHS and JMHS have consistently requested that the services be extended to the high schools. Once project participants begin to take courses at PCC, Program for Academic Support Services (PASS) services would be available to them.
2. Previous grants (both state and federal) have been institutionalized. A grant received in 1984 from the National Endowment for the Humanities to develop an interdisciplinary humanities block program has been incorporated into the ongoing college budget. Funds support reassigned time for the program's coordinator as well as stipends for new faculty in the program and retreats for program faculty. A grant received in 1990 from the Fund for Instructional Improvement to support integration of race, gender, and ethnicity into the curriculum is also institutionalized. The college has created a reassigned time position for a multicultural coordinator to oversee continuation of that project and has committed faculty development funds for extension of the project.

3. Additional funding for continuation of the project will likely come from community based organizations. Several of the organizations offering mentors have also offered contributions if the program begins to achieve its objectives. In addition, collaborative funding models already exist between the college and the community. Consequently there is every reason to believe that the proposed project will be institutionalized.

POTENTIAL FOR ADAPTION TO OTHER INSTITUTION OR PROGRAMS

PCC views this proposal as a model for other institutions and programs. Pasadena is a city that is small and yet has a national reputation as the city of the Tournament of Roses. Therefore, we will be in the spotlight in the operation of our program for other institutions or programs to pattern after. The student population is very manageable for a city our size, and we have total concern and commitment from the various segments of the community that which will be actively involved. The main factor is that we are presenting a holistic approach to dealing with the task at hand. Much of our program represents a creative effort. We will make our format and information available to other colleges and programs which are interested in approaching this situation in a positive, creative way. In addition, we will be in constant contact with project directors of similar projects to work on the development of a systemwide network designed to address the problems addressed in this proposal.
There will be both summative and formative evaluation of the program. Included will be empirical data, interviews, and surveys.

1. Empirical data will be collected at the beginning, middle, and end of the project by PCC's Office of Institutional Research in collaboration with the project high schools. This data will be obtained to determine how successful the project is in intervening at the high school level and to promote the recruitment and retention of teenage African-American males in high school and their transfer to PCC. Data will include, but not be limited to, high school graduation rates, grade reports, counselor reports, and mentor reports.

2. All students in the group will participate in a needs assessment and personal interview at the beginning of the project and interviews at the end of the project to evaluate the effectiveness of the various components of the project. The strength of the development of the partnership among schools, parents, community colleges, area business and social agencies will be measured against this needs assessment, the interviews, and the empirical data. In this way the Project Director will be able to evaluate African-American students overcoming obstacles that might otherwise prevent them from graduating from high school and transferring to a community college.

3. Once college admission is reached, evaluation will be made of existing support mechanisms and programs at the college which are designed to assure the retention of these students and their transfer to a four-year institutions or their obtaining a degree or certificate.

4. The evaluation plan will measure the holistic progress of the enrollee as well as of parents who participate in the program.

5. The evaluation process will provide opportunities for all participants to evaluate the program. Interviews will be held with students, parents, counselors, mentors and mentor-Partners. Project director will also be in continuous consultation with the Project Director at Kings River Community College.
I. The project will be documented in a comprehensive manual that will facilitate duplication. Suggestions for replication with other underrepresented populations will be included.

2. Appropriate high schools and community colleges throughout the state will be contacted and sent copies of the manual.

3. Those areas in California with large populations of African-American males will be scrutinized as to in-place systems that can support the project, e.g., African-American activity groups, city programs, community programs, philanthropic foundations. Reports on the project results will be sent to all relevant areas.

4. A paper on the project will be written and sent to the media and the community at large.

5. A paper will be presented at various statewide conferences.
The proposed budget is $78,423; $41,623 in local funds, $36,800 from the Fund for Instructional Improvement